

HISTORY DEPARTMENT INTENT

Discover, Develop, Rejoice



The history curriculum is designed to help pupils gain a coherent knowledge and understanding of Britain's past and history of the wider world. It is designed as a chronological narrative to create an intellectual curiosity about the past. Pupils should understand the significance of events in Britain and the wider world and how these events influenced life at that time and how they resonate through history and shape events today. Pupils should be exposed to the history of different countries so that they appreciate the similarities and differences between cultures.

Pupils should understand a range of abstract first order concepts, such as parliament, monarchy, peasantry and civilisation, as well as deploy second order concepts, such as cause, consequence, significance, change, continuity, similarities and differences, to explain events in the past. There should be the explicit teaching of relevant academic vocabulary that enables pupils to understand and access complex historical debates. The acquired knowledge and skills should be used to make connections, draw contrasts, analyse trends, frame historical enquiries and write narrative accounts of past events. Pupils should work as historians and use appropriately selected evidence to construct their own interpretations of the past. Pupils should also be able to critically analyse and evaluate a range of historical sources and interpretations, for example academic, educational, popular, fictional and musical, as well as understand how it is possible to arrive at different interpretations of the same events.

History at St Cecilia's should be meaningful to pupils. The inclusion of the Ribchester topic for the GCSE examination is designed so that pupils gain an understanding and respect for the history around them in their local area. Past events should be linked to current events so that pupils understand how societies have attempted to solve similar problems over time and that many of

these problems remain unresolved today. There is a diversity of content so pupils understand the lives of different people in different areas over time. Pupils should engage in historical enquiries throughout their time at St Cecilia's.

The history curriculum aims to create independent learners and thinkers who enjoy and are inspired by the challenge and debate of their history lessons.

Curriculum Rationale

- The **KS3 curriculum** is designed to tell a **chronological narrative** over time.
- This provides pupils with a deeper knowledge and understanding of events.
- It tells an unfolding story so that pupils can **build their knowledge** over time.
- For example, in Year 8, the religious changes during the Reformation help pupils to understand later events when studying the Gunpowder Plot.
- In Year 9, the changes during the Industrial Revolution to living and working conditions help pupils to understand the Chartist risings.

- At the start of Year 7, pupils explore the discipline of history.
- By investigating mysteries like the Mary Celeste, Tutankhamun's death and a murder mystery, they are encouraged to **handle evidence** and **construct their own reasoned interpretations** of events.
- This handling of evidence and reaching reasoned judgements plays an important role throughout KS3.
- Pupils are encouraged to **make their own decisions** about past events.
- Decision-making activities are used throughout the key stage so that pupils form their own opinions about past events.
- For example, murder mysteries, the Mary Celeste, King John, the greatest king of the Middle Ages, the Spanish Armada, King Charles I, King Louis XVI, entrepreneurs.

- History activities are based around the **second-order concepts** of change, continuity, significance, similarity, difference, causation and consequence.
- Lessons are based around open **enquiry questions** to encourage debate and engage pupils.
- Topics are **selected** to engage pupils and which lend themselves to second-order concepts.

- The curriculum is designed to **refer back** to **abstract terms** such as revolution.

- For example, in Year 7, pupils learn about the revolution that took place after the Norman Conquest.
- In Year 8, pupils learn about the Reformation, the English Civil War and the French Revolution.
- In Year 9, pupils learn about the Industrial Revolution.
- **Key vocabulary** is explored in lessons to improve understanding of abstract historical terms, such as parliament, government, society and peasant.
- Specific emphasis is placed upon key terms that recur through KS3 and KS4.
- Key history vocabulary sheets are in all exercise books.
- The vocabulary sheets for KS3 focus on historical terms that occur throughout KS3.
- **Knowledge retention** is assisted through frequent questioning, class discussion and debate, paired discussions and through regularly referring back to previous learning.
- **The needs of pupils are met** through the careful planning of lessons, through knowing the pupils in a class, through scaffolding and the development of open, extended enquiries that stretch and challenge the more able pupils and through the design of smaller tasks that all pupils can successfully complete.
- **Pupils are engaged** because:
 - high-quality resources are produced, used, and improved
 - of high expectations regarding the quality of work and behaviour.
 - of the pace and challenge in lessons
 - fascinating, specially selected DVD clips are regularly used to assist understanding.
 - a range of learning activities are employed, such as debates, discussions, decision-making exercises and games.
 - Year 9 pupils are entered into the First World War armistice competition and are free to create a piece of their choosing from any aspect of the war that they find to be interesting to them.
 - Year 9 pupils spend time discussion their own family history with parents and grandparents. This is a lovely way for families to interact and a great way to learn about their own history.
 - pupils are rewarded for effort and excellent work. This helps to motivate pupils.
- Pupils study **a significant society or issue in world history** in Year 8 when they learn about the French Revolution.
- This topic is covered because it is engaging, leads to good debate and pupils can construct their own reasoned interpretations.
- The French Revolution topic also addresses change, cause, consequence, significance (both short-term and long-term) and the similarities and differences with the English Civil War can be explored.
- Pupils also learn about Native American societies in year 8.

- Pupils study **a local history** topic in year 9.
 - Topics are local to an area.
 - Pupils study the Industrial Revolution in Lancashire throughout the Christmas term with an emphasis on living and working conditions in Preston and the Preston Chartist riot of 1842.
 - This topic is chosen because it **engages** pupils with their locality at a time of extreme poverty and it can be linked to their own family history.
 - At the start of Year 9, pupils explore their own family history which can be referred back to as they study industrial conditions in the locality.
 - The local history study, along with other aspects of the curriculum, further engages pupils because it can be **linked to the problems faced by modern society** and pupils can make **connections** to their own world.
 - For example, workhouses, population, overcrowding, pollution, crime and punishment, living conditions.
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- Pupils study the Anglo-Saxons for **an aspect of British history that extends pupils' chronological knowledge from before 1066.**
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- **The KS4 Curriculum** is designed around the OCR SHP specification.
 - The same principles for KS3 apply to the KS4 curriculum.
 - This specification was chosen because of the range of topics offered, the emphasis on studying local history, the examination format and type of questions, which encourage good history.
 - The topics taught are the most engaging, interesting topics that that are offered by the board.
 - These are The People's Health, the Norman Conquest, Living Under Nazi Rule and Viking Expansion.
 - Pupils study Ribchester for their History Around Us unit.
 - Pupils are engaged with the annual Year 10 trip to Ribchester in Year 10.
 - The trip helps pupils to understand the physical remains of the site and how these can inform reconstructions of the past.
 - For the past 3 years, Year 10 pupils have been involved in UCLAN's Roman archaeological dig at Ribchester.
 - The GCSE units are currently taught in the order that the text books were published.
 - This works well because we have designed a course that makes links between the different topics.
 - It also means that topics from the 3 different exams are taught and learn concurrently.
 - This allows for mock exams to replicate the actual examinations.